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The

NATIONAL ASSOCIATION of CORPORATION SCHOOLS BULLETIN

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Volume IV

June, 1917

May Meeting of Executive Committee

Our Association a National Asset
STATEMENTS BY MEMBERS OF THE POLICY AND
FINANCE COMMITTEE

News Items About Our Members

Development of Education in India

Engineer, Man of the Future in France

Popular Education in Russia

PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE

The National Association of Corporation Schools

Headquarters, 130 East 15th Street, New York City

Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen and to provide a forum where corporation school officers may interchange experience. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

Functions

The functions of the Association are threefold; to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

Membership

From the Constitution—Article III.

SECTION 1.—Members shall be divided into three classes: Class A (Company Members) Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted, by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

Dues

From the Constitution—Article VII.

SECTION 1.—The annual dues of Class A members shall be \$100.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. New Class A members joining between January 1st and April 1st, shall pay first year's dues of \$100.00; those joining between April 1st and July 1st, shall pay nine months' dues or \$75.00; those joining between July 1st and October 1st, shall pay six months' dues or \$50.00; those joining between October 1st and December 31st shall pay three months' dues or \$25.00, but for subsequent years shall pay full dues of \$100.00. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons shall exist for continuing members on the roll.

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The New York Edison Company

The National Association of Corporation Schools BULLETIN

Published Monthly by

THE NATIONAL ASSOCIATION OF CORPORATION SCHOOLS

130 E. 15th Street, New York City

Edited by F. C. Henderschott, Executive Secretary

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Volume IV

June 1917

No. 6

THE NECESSITIES OF WAR PROVIDE AN HARMONIOUS BASIS FOR FULL CO-OPERATION OF GOVERN- MENT, CAPITAL AND LABOR.

On May fifteenth the Committee on Labor of the Advisory Commission of the Council for National Defense met in Washington. The meeting was unusual in that the representatives of capital pledged to Samuel Gompers, President of the American Federation of Labor, their full and active support in an effort to bring about full co-operation between government, capital, and labor. The object of this proposed co-operation is the more efficient prosecution of the war.

The representatives of capital who pledged their services to Mr. Gompers, as chairman of the Committee on Labor of the Council of National Defense, were John D. Rockefeller, Jr., Emerson McMillan, President of the American Light & Traction Company, Daniel Guggenheim, President of the American Smelting and Refining Company, Theodore Marbury of Baltimore, and Colgate Hoyt, President of Colgate Hoyt and Company.

The capitalists were present at the meeting upon invitation of Mr. Gompers. After a conference lasting for hours, during which a discussion was had of the tasks ahead of this country, based partially upon knowledge of conditions as to the relation of capital and labor and partially upon information brought by the English and Canadian representatives of labor who recently arrived in the United States, most of the representatives of capital who were present made brief addresses. Although many of them have had differences with Mr. Gompers and the labor organizations in the past, they pledged their full and hearty support to the

end that government, capital and labor might work in harmony that the war may be carried on efficiently and to a just end.

Dr. Talcott Williams introduced a resolution that a movement be started in this country to work out the problems of co-ordination between capital and labor along the lines which have proved successful in England during the war.

But why limit this movement for co-operation and harmony by the government, by capital and by labor to the duration of the war?

Problems just as great as the problems of the war, although perhaps not quite of such immediate importance, will face the United States when the war has burned itself out and the soldiers return again to their places in civil life. While these problems may have been given additional impetus, they existed before the war and will still exist after the war.

After luncheon the committee members—capitalists and labor union men—went to the White House where they were received by President Wilson, who, in addressing them, among other things, said that the plans now being worked out under which the war may be prosecuted effectively would “make for a national unity which has not been known before.”

The President further expressed the belief that as “Full pressure of war comes upon us our spirit will not falter but rise and be strengthened and that we shall have a nation and a national unity such as never gladdened our hearts before.”

By the solution of this problem of support to the new movement which should gladden the hearts of every citizen who believes that strife and waste can be eliminated in American life through educational methods, the President concluded: “If there is any way in which I can co-operate with the purposes of this committee or with those with whom you are laboring, it will afford me a sense of privilege and pleasure.”

In commenting on the meeting, Washington correspondents who sent out reports to the newspapers characterized it as: “One of the most unusual Washington has seen, and, in the opinion of many, the happenings there accomplished much to reduce to a minimum the danger of friction between labor and capital during the war.”

But why should the spirit of harmony and co-operation between capital and labor last only for the period of the war? This period should be extended indefinitely. This is the task to which The National Association of Corporation Schools is committed.

INDUSTRIAL PREPAREDNESS AND MILITARY NEEDS

One of the most serious mistakes made by England at the beginning of the European conflict was the sacrifice, to some extent at least, of her educational system to what was considered military necessity. No other action taken by that country has been so deeply regretted. However, in our own country we find champions of similar action. Those who are willing to sacrifice any part of our educational system, while undoubtedly patriotic in their motives, are short-sighted and unable to reason beyond what they conceive as immediate necessity.

When the conflict is over, however, there will be a different condition to meet. We must commence our preparations now to meet this condition. Our public school system must be enlarged and improved. No matter how necessary military preparedness may be deemed to be, there should be no interference with the advancement of education.

Serious interference with the education of our youth, or indeed, in the industrial educational program for adults, would react many fold on our peace and prosperity after the close of the war. On the contrary, there should be speeding up of educational and training work. The trained mind is the mind that will inevitably triumph.

Just how far the United States will become involved in the European conflict, of course, cannot be determined at this time, but there should be no question as to the position of the United States after the war is over. We must develop an efficiently trained and harmonious nation if we are to assume and hold our rightful position among the other nations of the world.

It matters not whether alliances may be formed either temporary or permanent, the future position and prosperity of the United States will rest squarely upon a basis of harmonious actions, just regulations, fair and equal rights to all. These desirable elements in our national life cannot be assured without conscientious and thorough educational methods.

It is admirable to encourage patriotic fervor, but we must bear carefully in mind that the soldiers at the front cannot effectively wage warfare unless there are earnest, patriotic trained workers in the industries at home.

OUR INDUSTRIES MUST BE MADE MORE PROLIFIC AND MORE EFFICIENT

There are many ways by which patriotism may be shown and real constructive helpfulness given to the government other than by shouldering a gun and going to the front. The soldiers on the firing line must be sustained by the workers in the fields, in the factories and in every branch of industry.

In his memorable message to the people at the time the government declared that a state of war existed with Germany, President Wilson said:

"It is evident to every thinking man that our industries, on the farm, in the shipyards, in the mines, in the factories, must be made more prolific and more efficient."

To accomplish what the President has indicated is necessary, there must be a speeding up of the activities of our Association. It is all a matter of education, training and the elimination of waste. Scientific methods must supersede the haphazard way of doing things.

Industry must be carried on with as little waste as possible. Each worker must be trained for his individual part.

There has never been a time and there probably never will be a time when our country will need the assistance of our Association to a greater extent than at the present moment.

MARKETING—PREDOMINANT INDUSTRIAL PROBLEM

Until power other than the physical strength of man and domestic animals became available, production never equaled the demand. When crops failed in a community or section of a country there was famine and misery because it was not possible to transport food-stuffs a great distance.

But with the discovery of James Watt, that through the application of heat to water a powerful agency of energy could be produced, the factory, the steamboat and the railroad all came into existence. And when later the added power of electricity, and still later that of gasoline and other concentrated forms of energy, were combined with engineering skill, production ceased to be the greater factor in modern life.

Marketing today is in a status comparable to that of engineering of forty or fifty years ago and chemistry a hundred years ago. It is carried on through the haphazard method.

The word "salesmanship" is not to be found in the latest

editions of Webster's unabridged dictionary, and there is nothing on the subject in the *Encyclopædia Britannica*. There are many definitions of salesmanship, some of them misleading, most erroneous.

The word with which a comparison might be made is "workmanship." But workmanship includes both mental and physical labor, whereas salesmanship is the human elements which enter into marketing.

Chemistry has become almost an exact science. Engineering, as now understood, permits of but few mistakes and is well standardized, but marketing is still unorganized, still carried on with great waste, most salesmen being given a traveling bag and then turned loose.

Marketing, or its major divisions, advertising, selling and distribution, is one of the problems to which our Association is giving careful and constructive attention. The subcommittee on this problem has now made three reports.

The first a constructive treatise on advertising, the second a similar treatise on selling, and the report to the annual convention at Buffalo deals with distribution.

The basis upon which marketing may be organized has been prepared. The attention of our members is especially directed to these reports.

PROFIT SHARING AS A MEANS FOR ELIMINATING WASTE

Mr. George W. Perkins, one of the nation's best-known public men, believes there is a solution of the labor troubles which have been so manifest in American industry during the past twenty-five years. In a recent address before the People's Institute at Cooper Union, in New York, Mr. Perkins said:

"A higher order of intelligence is at work on the wage problem. This being so, no arbitrary dollar and cent increase will ever satisfy the worker, for he is striking for a principal that he has reasoned out. I believe in real, genuine profit-sharing, by which employes become partners, by which a given concern makes a complete statement of its transactions annually, showing its profits and losses, its output, and all other factors entering into the success or failure of its business, and in this way permits labor and the public to know what business it is doing. Say to the employe: 'If at the end of the year said fixed charges are earned and anything is earned above them, then in addition to

your wages you will receive a percentage of said surplus of earnings.

"Wherever possible, this surplus should be distributed in the form of a security of some kind that is connected with the business in question, with the understanding that the security be retained by the worker for a fixed but reasonable length of time. This places the worker in the position of being an actual partner in the concern."

Mr. Perkins cited the steel business as affording an example of the working out of what he considered the true profit-sharing plan. He advocated Federal supervision of business to "keep the books open" and insure labor getting a square deal. There was applause when he said he did not mean profit-sharing which consisted of giving bonuses or smacked of gratuities or philanthropy, but real sharing of profits of a business which workers helped to build.

Most industrial corporations would find that the amount saved due to decreased labor troubles by an increased interest on the part of the workers would enable them to pay fair dividends, not only to the workers, but to the other stockholders as well.

THREE HUNDRED AND FIFTY THOUSAND PREVENTABLE DEATHS YEARLY

According to information contained in the report of the sub-committee on Safety and Health to be made at the Buffalo convention, in the continental United States the annual mortality during a year at the present time is estimated to be approximately 1,400,000 deaths.

"It may be assumed," says the report, "that fully one-fourth of the present mortality is from causes which are preventable. In other words, at the present time fully 350,000 deaths per year in the continental United States are from causes that are preventable if known methods of prevention are intelligently and thoroughly applied."

This is a startling statement, the more startling because it is true. The world is shocked at the thought of so great a number of deaths due to war or other causes which might be preventable, but it is complacent and patient in the face of the death rate from diseases which are largely preventable.

The report of the sub-committee on Safety and Health as a whole is a remarkable document. It will unquestionably be in great demand.

UTILIZING OUR EDUCATIONAL INSTITUTIONS FOR MILITARY PURPOSES

Never has the value of the educational institutions of this country been more apparent than during the anxious weeks of preparation for the part our country is to play in the European war. Commenting on this condition the *New York Journal* says:

"For weeks now American universities, colleges and technical schools have been taking account of their resources to be put at the disposal of the nation for war purposes.

If scientific laboratories are needed in which to conduct experiments, the foremost technical schools have offered their services. If barracks or sites for training camps are wanted, scores of college buildings and campuses will be turned over to the Government. Students in women's colleges are preparing to enter Red Cross work. State universities are ready to supply officers to drill recruits. Agricultural colleges expect to furnish farming experts capable of teaching the people to live more cheaply and to conserve national resources.

In short, the educational institutions are making ready to supply whatever officers, aviators, surgeons, engineers, ambulance drivers, nurses, signal corps and wireless experts, translators and censors the country may need.

No particular part of the country and no single college can be said to lead the rest in preparing for any eventuality. The State universities of the West and Middle West, almost all of which are required by law to maintain cadet corps, are just as alert in the present crisis as the Eastern colleges and universities that only recently established units of the Reserve Officers' Training Corps."

DEVELOPING THE ORIGINAL SOURCES OF WEALTH

During the last fifty years as much wealth has been created as was created during the entire period from the birth of Christ down to fifty years ago. In the United States most wealth is created either in the factories or comes from the farms.

The Secretary of Agriculture estimates the total value of farm products in 1916 at over thirteen billions of dollars. The value of the products of our factories last year was but slightly less than nine billions of dollars. At the moment there is not available information giving the total created wealth of the United States for the past year, but agricultural products and manufactures account for by far the largest portion. Those of

the arts, sciences and professions do not create wealth. Their efforts are devoted to making life more beautiful and more prolific, to increasing happiness and to diminishing effort necessary to the production of wealth. It is to the factory and the farm that we turn when seeking the sources from which wealth is created.

The United States is still an agricultural country. No three nations of the world combined have had as powerful influences to aid the farmer in the past twenty years as has this nation. We have scientific training that all but makes farming a profession, and yet our farms have not yielded sufficient to maintain the ratio of production to consumption.

At present there are sixty-seven agricultural colleges with a combined endowment of one hundred and twenty-eight million dollars and an annual income of more than twenty-six million dollars. In addition to the sixty thousand students in these colleges each of these institutions teaches many thousands more through extension work. The Department of Agriculture has an annual budget of thirty-six million dollars and a staff of trained experts consisting of more than sixteen thousand men and women. And yet with all that has been done to help the farmer solve his problem of production, we find that the price of food is steadily increasing.

From the last report of the Secretary of Agriculture the following data are taken.

They cover a period of sixteen years, first as to the facts about the increase of consumers in this country during that period.

| | |
|--------------------------------|-------------|
| Population: June 1, 1900 | 75,994,575 |
| June 1, 1916 | 101,882,479 |

Now let's see how agriculture has been keeping pace with the growth of population. To understand the application of these figures to our cost of living we should bear in mind that meats and dairy products constitute thirty-seven per cent of the average diet, fish two per cent, cereals thirty-one per cent, Irish and sweet potatoes thirteen per cent, and other vegetables eight per cent.

| Item | Production Total | Per Capita |
|--|---------------------|---------------|
| Meats, Beef, Veal, Mutton and Pork (pounds) | | |
| 1899 | 18,865,000,000 | 248.2 |
| 1915 | 22,378,000,000 | 219.6 |

| | | |
|--------------------------------|---------------|------|
| Dairy products: Milk (gallons) | | |
| 1899 | 7,265,804,304 | 95.6 |
| 1915 estimated | 7,696,844,000 | 75.5 |
| Butter and cheese (pounds) | | |
| 1899 | 1,790,097,244 | 23.6 |
| 1909 (last statistics) | 1,942,378,069 | 21.1 |
| Poultry raised (number) | | |
| 1909 | 488,500,000 | 5.3 |
| 1915 (estimated) | 555,500,000 | 5.5 |
| Eggs (dozen) | | |
| 1899 | 1,294,000,000 | 17.0 |
| 1915 (estimated) | 1,811,000,000 | 17.8 |
| Cereals (bushels) | | |
| 1899 | 3,333,868,710 | 43.9 |
| 1915 | 4,094,986,999 | 40.2 |
| Potatoes (bushels) | | |
| 1899 | 273,318,167 | 3.6 |
| 1915 | 359,103,000 | 3.5 |
| Orchard fruits (bushels) | | |
| 1899 | 197,455,620 | 2.6 |
| 1915 | 304,686,000 | 3.0 |
| Sugar (pounds) | | |
| 1899 | 486,006,871 | 6.4 |
| 1915 | 2,025,680,000 | 19.9 |

While there is a growing tendency for college graduates to choose agriculture as their life's work, the greater majority, probably so large a number as ninety-five per cent of those who turn to agriculture and who hope to succeed through making the soil produce abundantly, have received no better training than that afforded by the elementary schools, and many have not had even this preparation.

Into the factory and on to the farm goes the vast majority of the great army of untrained, roughly estimated at eighty-five per cent more than those who do their work scientifically.

MORE TEACHERS THAN SOLDIERS

Costa Rica, fourth in size and fifth in population among the Central American republics, boasts that it has more school teachers than soldiers.

MEETING OF EXECUTIVE COMMITTEE

Membership Report Shows Status of Our Association as of May First—At the Request of the Executive Secretary, an Advisory Committee Was Appointed With Whom He May Consult Between the Meetings of the Executive Committee—Dr. Rowe Reports Progress of the Special Committee to Consider the Matter of Raising Funds to Finance Additional Activities—Chicago Local Chapter Will Be the Host at the 1918 Convention—Dr. Galloway Reports Arrangements Made with New York University and the Inauguration of the Course Designed to Train Educational Directors and Instructors Assured.

The May meeting of the Executive Committee of our Association, held in New York on the first of the month, was largely attended. President Tily presided and Vice-Presidents Dietz and Rowe, Secretary Galloway, Messrs. McLeod, Dooley, Park, Vanderhoef, Yoder and the Executive Secretary were present.

The minutes of the March meeting were approved.

The Treasurer's report was read, accepted and ordered filed. The report showed cash on hand, as of May 1st, amounting to \$5,322.89 and no liabilities.

The Executive Secretary read the membership report, which showed a gain of one Class "A" member, seven Class "B" members and four Class "C" members. The report showed a total membership of

101 Class "A" members
95 Class "B" members
99 Class "C" members

Three Class "A" members have not yet paid dues for 1917, but two of them have indicated their desire to continue membership. One has not as yet reached a decision. Five Class "B" members have not yet paid their 1917 dues, and twenty-two Class "C" members. A considerable number of the unpaid Class "C" members will undoubtedly be discontinued. The following Class "A" member companies have withdrawn from membership since the Pittsburgh Convention:

American Optical Company, Southbridge, Mass.
American Tobacco Company, New York City.
Arizona Copper Company, Clifton, Arizona.
Bing & Bing Construction Company, New York City.

Brooklyn Union Gas Company, Brooklyn, N. Y.
Dives, Pomeroy & Stewart, Reading, Pa.
Fore River Shipbuilding Company, Quincy, Mass.
Haines, Jones & Cadbury, Philadelphia, Pa.
Jeffrey Manufacturing Company, Columbus, Ohio.
Metropolitan Life Insurance Company, New York City.
National Lead Company, New York City.
Paige-Detroit Motor Car Company, Detroit, Mich.
Remington Typewriter Company, New York City.
Rike-Kumler Company, Dayton, Ohio.
United Cigar Stores Company, New York City.
The Warner Bros. Company, Bridgeport, Conn.
Yale & Towne Manufacturing Company, Stamford, Conn.
Seventeen resignations.

The following new Class "A" memberships have been received since the first of January, 1917:

American Sheet & Tin Plate Company, Pittsburgh, Pa.
Chase Metal Works, Waterbury, Conn.
Curtis Lumber & Millwork Company, Clinton, Iowa.
Eastern Manufacturing Company, Bangor, Maine.
Goodman Manufacturing Company, Chicago, Illinois.
Guaranty Trust Company of New York, New York City.
Jones & Laughlin Steel Company, Pittsburgh, Pa.
Eli Lilly & Company, Indianapolis, Indiana.
The New York Telephone Company, New York City.
Pittsburgh Iron & Steel Company, Pittsburgh, Pa.
Republic Iron & Steel Company, Youngstown, Ohio.
The Singer Manufacturing Company, Elizabethport, N. J.
Thilmony Pulp & Paper Company, Kaukauna, Wisconsin.
Thirteen new members.

Of the Class "A" members which withdrew four took Class "C" memberships in the name of some one of their representatives and one took five Class "C" memberships. The difference between resignations and new Class "A" members is a net loss of four which may be attributed in part to increased Class "A" dues from \$50.00 to \$100.00 and in part to other causes.

The Executive Secretary reported that 2,500 copies of the Hand Book containing the program for the Buffalo Convention were printed and were distributed on April 19th. Five hundred copies were sent to the Local Convention Committee at Buffalo to be used among the industrial institutions of that city and nearby cities, ten copies were sent to each Class "A" member, one copy to each Class "B" and "C" member and the balance,

except the copies reserved for the Convention, were sent to selected lists of good Class "A" prospects.

Advisory Committee Appointed

The Executive Secretary brought to the attention of the Executive Committee a condition which exists and which makes it necessary at times for the Executive Secretary to render decisions. This being a function of the Executive Committee the Executive Secretary asked for the appointment of an Advisory Committee with whom he might consult on such occasions and he emphasized the possibility of conditions arising because of the war which would make such an Advisory Committee, made up from the Executive Committee, quite necessary. President Tily stated that he considered the Executive Secretary's request both reasonable and desirable and after discussion on the part of the members of the Executive Committee, upon motion of Mr. Yoder, seconded by Mr. McLeod, the President named the following as members of the Advisory Committee:

President Tily, First Vice President Dietz, Second Vice President Rowe, Secretary Galloway, Treasurer Mehren and Mr. Arthur Williams, Chairman of the Policy and Finance Committee.

The functions of this Committee are purely advisory and in all cases their decisions will be reported to the Executive Committee at its next meeting for such action as the Committee may take.

Special Committee on Additional Finances Reports Progress

Dr. Rowe, as Chairman of the Special Committee, appointed to consider the matter of raising funds to finance additional activities which our Association may undertake, reported that his Committee had held two additional meetings and had thoroughly discussed the problem. President Tily, a member of the Committee, supplemented the report with the statement that he would discuss the matter in his annual address at the Buffalo Convention. The report of the Committee was one of "progress" and the Committee was continued to give further study to the problem.

A night letter forwarded to the Executive Secretary by a representative of a Class "A" member company, asking whether or not the Buffalo Convention would be declared "off" on account of the war, was discussed. It was the opinion of the members of the Executive Committee that there probably never would be a time when our member companies and our country would

need, to a larger extent, the results of the work which our Association is doing and, therefore, the convention should be held and made as representative and helpful as possible. The matter being put to a vote, all members of the Committee voted to hold the convention.

Chicago Secures 1918 Convention

Vice President Dietz, on behalf of the Chicago Local Chapter, invited our Association to hold its sixth annual convention in Chicago. After discussion it was moved by Dr. Rowe, seconded by Mr. McLeod, that the invitation be accepted. The 1918 convention of our Association will, therefore, be held in Chicago as guests of the Local Chapter during the first week in June. The convention will open with informal conferences on the evening of June 3rd, 1918.

Special Course at New York University Is Assured

Dr. Galloway reported for the Special Committee which was appointed to negotiate with New York University for the inauguration of a course at that institution designed to train for the positions of industrial educational directors and instructors. Dr. Galloway stated that such a course had been drafted and had been approved by the faculty of the University and by Dean Johnson but had not as yet been formally approved by the Council, but that the recommendations of the Dean and the faculty would undoubtedly be accepted. The course will be put on under the direction of the Executive Secretary of our Association. Dr. Galloway called special attention to the fact that the course would be conducted under the Division of Industrial Management and not under the Division of Pedagogy.

The Executive Secretary reported that final arrangements had been perfected in connection with the Buffalo Convention, that the Local Convention Committee had taken care of all details, that ten of the sixteen advance committee reports had been printed and mailed to members, that four more committee reports are in the hands of the printer and that the reports of the Vocational Guidance Committee and Employment Plans Committee had not as yet been received but would be printed and mailed as promptly as possible after their receipt.

A letter from Mr. L. A. Miller, Class "A" representative of The Willys-Overland Company, offering helpful suggestions in connection with the appointment of sub-committees and their work, was, upon motion, referred to the incoming administration for attention.

The Employment of Women as a War Measure

Mr. L. L. Park brought up the question of whether or not our Association has data relative to the employment of women in industry to replace men called to military duty and was advised that such data as relates to a similar condition in England is in possession of The National Civic Federation, 1 Madison Avenue, New York City, where information of this character could probably be secured, but that our Association has not made a compilation of such data.

Mr. C. R. Dooley was appointed a committee of one to ask Mr. E. M. Herr, President of the Westinghouse Electric and Manufacturing Company, to attend the banquet, during the convention at Buffalo and address the delegates on The Training Requirements of the Industries of Our Country.

Upon motion of Mr. Dooley, seconded by Mr. Park, the following members were appointed as an Auditing Committee to audit the books of the Treasurer prior to the Buffalo Convention:

Mr. F. P. Pitzer, The Equitable Life Assurance Society.

Mr. C. E. Fitzpatrick, The Charles William Stores, Inc.

Mr. George N. VanDerhoef, Dodge Manufacturing Company.

Upon motion, the Executive Committee then adjourned to meet at the Hotel Statler, Buffalo, N. Y., on Monday evening, June 4th, 1917.

EQUIPPING AMERICAN YOUTHS FOR SUCCESS

Writing to *Farm and Fireside*, Judge Hughes, Chairman of the House Committee of Education, states:

"We are among the world's great industrial peoples, and the immediate problem of vocational education is the problem of equipping for the successful pursuit of some useful occupation the youths who go to work at the rate of more than 1,000,000 a year. If we assume that a system of vocational education pursued through twenty-five years of the past would have increased the wage earning capacity of each of these to the extent of 10 cents a day this would have made an increase of wages for the group of \$2,500,000 a day, or \$750,000,000 a year. This is a very moderate estimate, and the facts would probably show a difference in the earning power of the vocationally trained and the untrained of 25 cents a day. This would indicate a waste of wages through lack of training amounting to \$6,250,000 every day, or \$1,875,000,000 for the year."

OUR ASSOCIATION A NATIONAL ASSET

Members of the Policy and Finance Committee and Leaders in Industrial and Educational Life Furnish Statements as to the Value of the Work Our Association Is Doing—Most Important Activities Are Pointed Out and Suggestions Made as to Future Developments.

At the May meeting of the Executive Committee it developed that there was a feeling among the members of the Committee that the cause of our Association would be helped by securing brief statements from the members of the Policy and Finance Committee as to the work which the Association has done, is now doing and the work which it proposes to do in the near future.

The Executive Secretary was instructed to write to the members of the Policy and Finance Committee and ask them to state briefly their opinions relative to the importance, not only of training the youths in our established educational institutions, but also the adults already in industry, with special reference to the future development and welfare of our country.

The members of the committee are responding with their usual excellent spirit of co-operation. The first to be received are reproduced herewith. Further statements will appear in later issues of the BULLETIN.

The members of the Policy and Finance Committee have been drawn from our industrial institutions and also from our educational institutions. The Committee is cosmopolitan in character and embraces in its membership the very leaders of the industrial and educational institutions of our country. It will be noted that they have written frankly and many excellent suggestions are brought out.

Statement by Mr. Arthur Williams, Chairman, Policy and Finance Committee

In response to a request of the Executive Committee for a statement from me as a member of the Policy and Finance Committee dealing with the work which our Association is doing, the importance of this work in the training of the youths of our country and the future development of our industries, I have pleasure in submitting the following:

It was President Hadley of Yale University who said: "The

trained mind cannot be eliminated from industry." In making that statement he undoubtedly had in mind the lessons which history brings to us in relation to the development of civilization.

Before mankind grew out of barbarism it was necessary that there should have been an organizing of the knowledge available at that period and that this knowledge be disseminated among the peoples and specially taught to the youths of the ancient nations.

Greece became the first and foremost nation primarily because of her educational system, and secondarily because of the spirit of rivalry engendered through the Olympian games and the incentive for special effort which, as a consequence, developed among the people of Greece, who had passed the age where they could excel in sports. This ambition found expression in commerce and contributed equally in the development of the nation with the expression of the desire to excel in athletics and in education.

The more modern historians find that the element of knowledge has contributed to progress in the same ratio as was noted in the Hellenic period.

James W. Gerard, our ambassador to Germany, recently recalled at the time diplomatic relations were severed, addressing the Chamber of Commerce of the State of New York, said: "When I went to Germany and started to learn German I was very much surprised to find that they had no word for 'efficiency' in German, but after I had been there a short time I discovered that they did not need the word efficiency because everything they did was efficient and therefore there was no need to distinguish one act from the other."

Whether we like the philosophy of the German people, whether or not we agree with their ideals, it must be admitted that, as a nation, they are more efficient than has been any other nation. The cause of this remarkable development is education and industrial training.

Applying the same methods to the American people we would have a nation which would excel any of the peoples of the past. Applying the principles of cultural education and industrial training to the ideals of our country and supplementing this development with our wealth and natural resources would not only produce a nation which would inevitably assume and retain industrial leadership among all the other nations but would assure a condition of prosperity and happiness and a degree of leadership as yet unknown.

The National Association of Corporation Schools has chosen as its field for operation the "personal relations" in industry, and if the Association succeeds in attracting to its membership sufficient support to insure adequate revenue for carrying on the program of work which has been determined upon, there is every assurance that the United States will gain the advanced position which every citizen desires.

ARTHUR WILLIAMS, *Chairman*,
General Commercial Manager,
The New York Edison Company.

**Our Conventions Furnish the Best Medium Through Which
the "Real Users of Industrial Education" Can Exchange
Ideas and Common Experiences**

It strikes me that the greatest direct benefit which the members of our Association get from the Association is that the Association, and especially the Conventions, furnish the best medium through which the "real users of industrial education" can exchange ideas and common experience. I have used the words "real users of industrial education" to distinguish our members from the purely educational advocates of industrial education.

I feel that the Association furnishes in an exceptionally high degree the means by which the practical educator can secure the latest and best information on the subject.

All industries benefit, either directly or indirectly, through our Association or its members, for labor is constantly changing, and consequently those securing workers who have had industrial training benefit by the increased efficiency of these workers. Furthermore, I believe that industrial education is vital to this country if it is to retain its commercial superiority, and consequently, any organization aiding this movement is benefitting all industry.

Yours very truly,
JAMES A. ROOSEVELT,
Roosevelt & Thompson.

For the Good of Our Country the Influence of our Association Should Be Rapidly Widened

I happened to be present at some of the early meetings of the directors of The National Association of Corporation Schools and can therefore testify to the high purposes and practical ideals upon which that Association is based. In the world's industry

and trade the United States has forged ahead to a large extent by reason of the natural sharpness of the Yankee wit and the overflowing abundance of natural resources. Some of our international competitors have gone far to offset the American advantage of keenness and quickness by the adoption of carefully arranged educational, vocational methods. Also our natural resources have already so far been expended as to greatly lessen their competitive advantage to us and this relative decrease is continuously proceeding.

The founders of The National Association of Corporation Schools, appreciating this condition, saw that if American industries were to hold their pre-eminence, particular thought and stress should be given to developing workmen to the highest point of skill and productiveness. They saw that a young man put in the shops without distinct teaching could not be developed to the same advantage as one who was given careful instruction which would teach him to use his brain to the best advantage in the performance of his duties and correlate the activities of his hands with the activities of his brain.

I believe that the Association has done a fine work in this regard up to the present time and that, for the good of the country, its influence should be rapidly widened.

JOHN PRICE JACKSON,
Commissioner of Labor and Industry, Pennsylvania.

Importance of Doubling Our Present Membership to Permit of More Extensive Field Work

Replying to your esteemed favor of the 4th instant, I am very glad to note the substantial progress of the Association during the year.

The formation of the Local Chapters cannot fail to facilitate the work of the Association and make it easier for the members to get together in groups for the interchange of experiences and ideas, all of which will make for the development and improvement of the work of the Association and the personnel of the respective member companies.

I have been pleased to note the broadening of the scope of the Association, recently determined upon, in that it is to include other personal problems besides the problem of training employes. Of course, training is of especial importance, but the solution of these other problems will certainly increase the Association's value and usefulness to all its members.

It seems to me, if the number of member companies could

still be doubled, the increase in revenue resulting would make possible the employment of one or more persons especially qualified to do field work. This would greatly increase the value of the service which the Association can render to its members, most especially to the smaller member companies which do not themselves maintain technical staffs of their own and which must look to the Association for competent advice and help in relation to their individual problems. We should have somebody to study the individual companies' requirements and submit advice and help based on intensive study.

It seems to me that the whole work of the Association has been cumulative, and I can see no reason why the coming year should not be better than any which have preceded it.

Very truly yours,

N. C. KINGSBURY,

Vice-President,

American Telephone and Telegraph Company.

Our Association Is Exerting a Profound Influence on the Educational Institutions on the One Side and on Those Who are Engaged in Industry on the Other

In response to your letter of May 3rd I sent your communication to Dean Connelley, of the School of Applied Industries, who sends me the following response:

"The Fourth Annual Convention of The National Association of Corporation Schools, which was held at the Carnegie Institute of Technology last May, afforded us a first-hand opportunity to get acquainted with the personnel of its active membership and the importance of the work that it is doing. Most of the important corporations of the country were represented by their ablest men. There were also a number of prominent educators present who have interested themselves in this particular type of education as a result of the activity of this organization.

The wide scope of the work which this Association undertakes is evident in the systematic studies along certain specific lines which are of great value, not only to the members of the Association, but to the industries in general as well as to the problem of education as applied to the industries. It was interesting to note how practical business men got at the very heart of educational problems. The problems assigned to various sub-committees and discussed at the Convention are significant, viz.:

1. Trade Apprenticeship Schools.
2. Special Training Schools.

3. Retailing Salesmanship.
4. Advertising.
5. Selling and Distribution Schools.
6. Office Work Schools.
7. Employment Plans.
8. Public Education.
9. Safety and Health.
10. Vocational Guidance.

The data collected on these subjects and the interchange of ideas on the floor of the Convention, published later in permanent form, make the Association a clearing house on industrial efficiency of far-reaching importance.

A direct benefit we derived from this was the stimulation given to the type of training we are offering here, especially at the School of Applied Industries, where in the day school young men are trained for leadership in the industries according to the group plan, and the night school, which is of the nature of a continuation school for men already employed in the industries.

Another result was the formation of the Pittsburgh Chapter of The National Association of Corporation Schools, which has been instrumental in bringing about a closer co-operation between the local educational institutions and the industries. Regular meetings of the various representatives of both bodies have been held during the year as members of the following sections:

Safety and Welfare Section.
Employment Plan Section.
Unskilled Labor Section.
Graduate Schools Section.
Apprentice School Section."

I can endorse all that Dean Connelley has thus written and I look forward to this Association exerting a profound influence on our educational institutions on the one side and on those who are engaged in the industries on the other. If it concentrates on this program I feel confident the results will be gratifying to the corporations.

Yours very truly,
ARTHUR A. HAMERSCHLAG, Director,
Carnegie Institute of Technology.

EDUCATING DISABLED SOLDIERS

The French government has established a number of agricultural schools for disabled soldiers.

NEWS ITEMS ABOUT OUR MEMBERS

Organization of the Chicago Local Chapter—Commonwealth Steel Company Entertains the United States Chamber of Commerce—C. E. Bilton a Leader in Bridgeport's Industrial Activities—Going Back to School at the Charles William Stores Company—New President of Standard Oil Company a Champion of Co-operation.

A Threatened Shortage of Sub-Committee Reports

Due, undoubtedly, to the excellence of the reports issued this year by the sub-committees, there is a threatened shortage. The demands from the member companies have far exceeded similar requests for the reports of past years.

There are five hundred copies of each report printed, but if the demand continues up to the time of the convention at Buffalo, it will be wise for the members to bring their reports with them and not rely on securing duplicate copies at the convention, as has been the custom in the past.

Minutes of the Organizing Meeting of the Chicago Local Chapter

BY J. J. GARVEY, *Secretary and Treasurer*

A meeting of the Chicago members of The National Association of Corporation Schools was held on Friday evening, April 20, in the Hotel Sherman, at the call of the Local Chapter committee on organization.

There were present:

Wm. R. De Field—Montgomery Ward & Company.

F. E. Weakly—Montgomery Ward & Company.

Frederick A. De Lay—Commonwealth Edison Company.

Chas. B. Kayda—Commonwealth Edison Company.

C. R. Crane, Jr.—Crane Company.

A. M. Harvey—Crane Company.

Chas. P. Avery—Marshall Field & Company.

W. B. Towsley—Marshall Field & Company.

W. S. Ford—Seng Company.

E. C. Wolf—L. V. Estes Company, Inc.

E. E. Sheldon—R. R. Donnelly & Son's Company.

Lewis Atherton—Swift & Company.

F. A. Carlisle—Friedlander, Brady Knitting Mills.

A. G. Bryant—J. T. Ryerson & Son's Company.

J. W. Dietz—Western Electric Company, Inc.

E. C. Higgins—Western Electric Company, Inc.

C. S. Carney—Western Electric Company, Inc.

J. J. Garvey—Western Electric Company, Inc.

There were a number of non-members invited who were unable to attend, but who expressed their interest in the association and the work it is doing.

The program of the evening was a brief outline of the educational activities of the Western Electric Company, Inc., and was as follows:

Required Educational Work—

1. Technical Training—Mr. Dietz, for engineering, manufacturing and commercial work.

2. Mechanical Training: Toolmakers, machine operators—Mr. Garvey, head works training department.

3. Clerical Training: Office boys, shop clerks, typists—Mr. Carney, works training department.

Voluntary Educational Work—

1. Evening classes.

2. Co-operation in outside educational activities—Mr. Higgins, Chairman, Hawthorne Club educational committee.

The Nominating Committee, consisting of Messrs. Atherton, Sheldon and Weakly, made the following recommendations:

Mr. Wm. R. De Field, of Montgomery Ward & Co., for Chairman.

Mr. F. R. Jenkins, of Commonwealth Edison Co., for Vice-Chairman.

Mr. J. J. Garvey, of the Western Electric Company, Inc., for Secretary and Treasurer.

The recommendations receiving the approval of all members present, they were declared elected to serve for one year, or until their successors were chosen. The chairman outlined briefly the object and duties of a Local Chapter, and urged all present to co-operate in the building up of an efficient organization that will be of value in the development of corporation school's training.

The next meeting will be held on May 25. At this meeting preparations will be made for attending the National Convention in Buffalo on June 5, 6, 7 and 8. It is to be hoped that, so far as possible, all the Chicago members will attend and assist in making the Buffalo meeting a success.

Mr. De Lay, of the Commonwealth Edison Company, in the

absence of Mr. Jenkins, volunteered to furnish the program for the next meeting by giving a description of the educational activities of the company.

Commonwealth Steel Company Entertains United States Chamber of Commerce

On May 3rd the Commonwealth Steel Company, a Class "A" member of our Association, through its president, Mr. Clarence H. Howard, entertained the Chamber of Commerce of the United States at luncheon at their plant in Granite City. Mr. Howard is a director of the Chamber of Commerce and has become one of the nation's leading figures in business progress.

The "Commonwealth Family" is one big happy unit. It is here that the fellowship movement found its birth, and fellowship to the employees of the Commonwealth Steel Company means just what the word implies.

C. E. Bilton—A Leader in Bridgeport's Industrial Activities

One of our Class "A" members, namely, The Standard Manufacturing Company, which absorbed the Parson's Foundry Company, has changed its name to The Bilton Machine Tool Company of Bridgeport, Conn.

Mr. C. E. Bilton, President and Treasurer of the company, is making a name for himself in that thriving industrial city which is attracting the attention of the other leaders of Bridgeport's industrial activities. Mr. Bilton has been made president of the Local Business Men's Organization. He is planning to aid our Association in extending its class "A" membership in Bridgeport, where it is hoped that ultimately there will be organized a local chapter.

Going Back to School at The Charles William Stores Company

From the "Mirror," the house-organ of The Charles William Stores Company, the following interesting item, descriptive of one of their educational activities, is reproduced:

"New girls who come into our organization these days go back to school, as it were, for a week or so. After a few days in the Educational Division, the newcomers go to some division and start on their real work. As a result of the short educational course, they start on their new work equipped with a knowledge of the house policy and of the work they are going to do.

"The class of newcomers first learns what the mail order business is. The pupils are told something of the splendid record and high ideals of their new house. Then the rules in our 'Book of Instructions for Employees' are explained and elaborated.

"After that the instructor tells about the house systems, and before class is over the girls are able to follow an order in its course through the house.

"Next, the girls receive training for the particular work they are going to do. A pupil who is destined for the Index Division receives instruction in indexing, a girl who is going into the Mail Opening Division learns about that work.

"This much takes up the first four days of the week. Friday they have a general review. Saturday comes the test. Monday finds the successful ones 'on the job.'

"Everybody is enthusiastic about the work of the Educational Division. Department heads like it because it means fewer mistakes. The new employes like it because they get along faster. Old employes like it because they don't have to spend much time 'breaking in' newcomers."

New Classes Started by the Goodyear Tire and Rubber Company

The Goodyear Tire and Rubber Company must be accorded a position in the front rank of industrial corporations who are working out comprehensive educational systems on behalf of their employes.

One of their latest activities along educational lines is the Efficiency Club, formed by those who aspire to executive positions, to study the Alexander Hamilton Institute course.

Their class in public speaking has also been inaugurated, and the outlook is for a large enrollment. A class in business law and corporation finance has also been started and will continue for twenty weeks. Raymond F. Body of Cleveland will teach these two classes. A class in arithmetic for beginners will also be started.

Developing Efficiency at the Bilton Company

On the evening of May 3rd, President C. E. Bilton of the Bilton Machine Tool Company, formerly the Standard Manufacturing Company of Bridgeport, Conn., gave a banquet to his foremen and executives. The affair was arranged as a "get to-

gether" meeting, the object being to instil in the minds of all the members of the organization the need for trained men in industry.

The speakers were Joseph F. McGrail, instructor in the Harrington Emerson Course in Personal Efficiency and the Executive Secretary of our Association, who took for his topic "Modern Industry."

The BULLETIN is advised that as a result of the dinner there may be the inauguration of a course in personal efficiency for the employes, conducted by Mr. McGrail at the educational rooms of the factory. It is the plan of the company to pay two-thirds of the cost and the employes one-third on very easy terms.

The *Bridgeport Telegram*, in a published account of the dinner, says:

"It will mean a most progressive step for the concern to take, but C. E. Bilton, the manager, has the business foresight and the development of his men in mind to feel that the expense is warranted in making a better trained, more intelligent and highly efficient corps of workers. Those who were guests of the company included A. W. Burritt, S. J. Slawson, superintendent of schools, and F. A. Smith, head of the Pre-vocational school.

"The banquet was a social and educational success, every man obtaining a deep impression of the need of training in these days of keen competition.

"The committee responsible for this satisfactory undertaking was composed of S. J. Magill, W. C. Henderson and A. J. Cummings."

New President of the Standard Oil Company a Champion of Co-operation

The *New York Times* recently contained an article descriptive of the Standard Oil Company of New Jersey and its policies under the new president, Mr. Albert C. Bedford. The writer described the misunderstandings and conflicts of the past few years and then gave a description of conditions as he found them at the present time.

Here are the elements of the situation as observed by the reporter:

"Mr. Bedford's business faith, so far as he has revealed it, is summed up in the word—co-operation. He stated when he took office that he believed in co-operation between corporations and the public, and between employers and their employes. His attitude

toward the public was manifested soon after he entered his present office. Newspaper reporters who called to see him with unpleasant memories of the closed door that had always barred them at 26 Broadway, were amazed when he told them to 'come right in.' Mr. Bedford sat down with them and talked frankly. He said that the Standard Oil Company had nothing to hide from the public, that most of its unpopularity in the past had been due to misunderstanding that prevented co-operation, and that it was his purpose to promote co-operation so far as he was able by open and fair dealing with the people whom the company served. Thus he embarked upon his policy of attempting to co-operate with the public.

"Then he is understood to have turned his attention to the company's employes. The two Bayonne strikes were insistent evidence to him that something was wrong. Reports from the company's managers on the ground are said to have blamed 'labor agitators' and the character of the employes for the trouble, but Mr. Bedford determined to go behind the returns. If the labor agitators could upset the equilibrium of the plant, why were they able to do so? If the men were disloyal to the company, why?

EMPLOYEES SUSCEPTIBLE TO IRRESPONSIBLE LEADERSHIP

"The new President found that a large number of the employes were illiterate immigrants from Austria, Hungary, and Russian Poland with many distorted ideas of liberty that made them susceptible to irresponsible leadership. But he found that this was only half the truth. The other half was that the men were not vicious or disloyal by nature, but were ready to turn against the company because they had no confidence in it, because they felt that it was their enemy and not their friend, because they felt that it gave them a square deal only under compulsion which they could bring to bear.

"Mr. Bedford realized, therefore, that he must make the men appreciate that the company was not hostile to them, that it would give them a square deal—in short, that it wanted to co-operate with them.

"When the President of the Standard Oil Company realized that the agitators were winning the employes from the company, he determined to put the company before the men as an institution with a human personality that would co-operate with them; he wanted to give the men a fair chance to choose between the agitators and the company. And many believe that the company will win.

"One of Mr. Bedford's first acts in his endeavor to reveal the company to its employees was to raise the wages of the men. On April 15 last the company announced that henceforth it would pay the workmen at its refineries from 10 to 15 per cent. more than they have been receiving, and the 4,500 men employed at the Bayonne plant were included. They rubbed their eyes in amazement. Here was as big a raise as they had ever received after a strike—and there had been no strike or threat of one. The company's announcement simply stated that it recognized the increased cost of living and accordingly had advanced wages. The employees began to see the company in a new light.

A POINT OF CONTACT BETWEEN THE COMPANY AND THE MEN

"Mr. Bedford's next move was to look for a new point of contact between the company and the men. George B. Hennessy, General Superintendent of the plant, and his secretary, Robert R. Kelly, had resigned—and Mr. Bedford looked around for a conductor of goodwill. He had to look no further than Bayway, N. J., where William C. Koehler was in charge of a Standard Oil Company plant much smaller than the one at Bayonne.

"Mr. Koehler became General Superintendent of the Bayonne plant on last Monday, and at the noon hour on that day he met the men, using company time, not their own, and talked to them for fifteen minutes in the yard. He told them that he would give them a square deal and expected them to do the same for him. He appealed for loyalty to the company and to the country, and promised the men that he would consider their interests as well as the company's.

"Storekeepers, restaurant waiters, even bartenders—who met the men when they got off from work on Monday testified to *The Times* reporter that Mr. Koehler's speech seemed to have cleared the atmosphere at the plant. One foreman who had been employed by the company in Bayonne for years said on Tuesday, 'The men seem to be breathing cleaner, freer air.'

"The reputation that accompanied Mr. Koehler from Bayway to Bayonne has made him persona grata to the employees at the latter place. When he was in charge of the Bayway plant Mr. Koehler knew the employees by their first names. As he walked about the yards it was 'Hello, Bill, how's the work going?' 'Say, Joe, they tell me your wife is sick. How's she getting on?' and the like. He did not play the rôle of a cheap politician. He did no baby kissing and gushing, brotherly love stunts. According to all reports, he simply walked and talked among his men

as one man with others. And when he left the plant he shook hands with 1,400 employees, who were sorry to see him go.

HERE WAS A MAN DEALING WITH MEN

"To have such a man as Mr. Koehler over them appealed strongly to the Bayonne workers. Here was a man, they felt, who would not just know them by number, and consider them only parts of the machinery used in refining oil.

"And so things at Bayonne have begun to change. What further steps the company intends to take have not been declared, but it is generally accepted that Mr. Bedford and Mr. Koehler will do whatever is necessary to carry out their program. They realize that illiteracy and improper housing conditions on Constable Hook are evils to be overcome. Whether they will be overcome by direct dealing with the employees or by encouragement of the men and the City of Bayonne to make the necessary corrections is not known, but the work will go on, those observing it believe. Other changes than those mentioned have occurred. George B. Gifford, general manager of the Standard Oil plants in New Jersey, has resigned, and Mr. Bedford is said to be looking about for a successor who will be in harmony with the new régime. Details of the work will be revealed as it progresses—and news of a strike in Bayonne would come as a shock to many who were not surprised when they heard of the two former outbreaks."

NOTES

Through the courtesy of the Commonwealth Steel Company the wives, sisters and daughters of the employees of that company are taking domestic science under the instruction of Miss Anna Dutand, an experienced teacher in that subject.

"A crowd never progresses. The very first step toward leadership takes a man away from the rest."

DEVELOPMENT OF EDUCATION IN INDIA

A Country Where Ninety-Four Per Cent are Illiterate But a Country Possessing Wonderful Opportunities for Trade When Modernized and Developed—Some Comparisons With Education in the United States.

No more important and difficult task faces British India today than education of its 244,000,000 people of whom 94 per cent are illiterate. Many thousands are literally primitive folk who are treading the same paths that their ancestors trod centuries ago, and who not only have no desire for learning themselves, but in many cases regard the introduction of schools with suspicion.

Incongruous as it may seem, British India ranks fairly well among the nations in higher education—so far at least as quantity is concerned—while in the matter of elementary training, upon which enlightenment of the masses depends, it is exceedingly backward.

The man who is reputed to have a more intimate knowledge of the Indian educational question than any other person in the country is H. Sharp, Educational Commissioner, with the Governor of India. Mr. Sharp spoke, not as an official of the Government, but in his private capacity, expressing his personal views to a correspondent of the Associated Press.

"Higher education is now well advanced—at least in quantity," he said. "Out of a total of 7,500,000 under instruction just over 1,000,000 pupils are in colleges or secondary schools. These million pupils, however, comprise only 5 per cent of the total population of British India.

Girls Not Considered

"The education of girls is almost non-existent. The female population in British India is nearly 119,000,000. But not much more than 1,000,000 girls are under instruction. Of the male population 5.1 per cent are under instruction; of the female, 1 per cent; of both together, 3.1 per cent. It is only in the higher education of boys that our figures will stand comparison with European countries, with America, with Japan, etc."

The Commissioner was asked what the difficulties were which were holding back mass education.

"There are," he said, "many parts of the country where there is no tradition of education at all. Life goes on apparently much as it did centuries ago. Second, India is essentially an

agricultural country and many of the people do not see the value of education and they prefer to put their children early to work. Third, there is the caste system. Millions of the population are regarded as doomed to be hewers of wood and drawers of water. Till recently it was regarded as almost an impious act for a member of a low caste to attain learning. Doubtless there are many who still so regard it, though in many quarters opinion has recently been liberalized. Some people say that the caste system is breaking up. It is still very deep-rooted. Its rules are loosening in some directions, but they are also tightening in others.

"There is also the reaction on the male population and its educational ideals which is exercised by the fact that the female population is illiterate—only 1 per cent of it can read and write. When half the population grows up practically illiterate the incentive to education in the other half must be sensibly lowered; and, when home education is a thing almost unknown, the figures of literacy are affected and education does not bulk as a customary adjunct of life.

All Sections Not Alike

"Of course, these do not operate to an equal degree in all parts of India. In Burma there is a tradition of education through the monastic schools, there is no caste and there is no purda (under the purda system a woman can be seen unveiled by no man outside the members of her own family). Consequently, in that province the percentage of literates in the male population is more than three times what it is in India as a whole. In the extreme south of India, too, the percentage of literacy is comparatively high; there is a tradition of learning, and there is a strong Indian Christian community in which caste and purda are unknown. Bengal, Madras as a whole and Bombay comes next; these provinces possess a comparatively long record of British rule, seaboards, marketable crops, some industries and some traditions of learning. It is in the land-locked and high agricultural provinces of upper India that things are most backward.

"There is a fifth difficulty. India is a poor country, though she is growing richer. The revenue is small for the size of the country and the population. Much has to be met from it, that is, communications are still defective in some parts of the country. More money is wanted. The present lack of it affects all kinds of education. Higher education partly pays for itself through fees, but the quality needs improving. Elementary education falls mainly on provincial funds and rates; the latter are not easily expansible.

"But even in recent years I have seen new schools erected and drawing only half a dozen boys, when there were 40 to 50, who lived within half a mile, could easily have come so far as distance was concerned and would have had to pay no fees at all. But things are improving. People are coming more and more to see that there is some utility in reading and writing."

The correspondent brought up the question of whether resort would ever be had to compulsory education.

No Compulsion Yet

"The country is not yet ready for compulsion," replied Mr. Sharp. "You must, in a vast country like India and so conditioned, have mass education on a fairly solid basis before compulsion steps in to fill the gaps. At present compulsion would not be filling the gaps, but creating the fabric. That would be likely to raise great discontent. A progressive ruler in a native state, who has done much to advance education in his state, gave his opinion as follows: 'Make primary education as free as you choose, add as many further inducements as you can, but do not make it compulsory. In the case of the most advanced classes it is absolutely unnecessary and would serve only to create irritation. In the case of the poor backward classes it would inflict harm where good was meant, would subject them to great harassment, would be positively cruel and unjust, and would be deeply though silently resented as such.'"

The Commissioner added, however, that education might be made compulsory in some advanced areas and the measure of compulsion gradually applied to others.

"Already the Gaekwar of Baroda has made education compulsory in his state and an experiment is being made in the state of Mysore," he continued. "In Baroda and the surrounding British territories the people are naturally rather appreciative of education. The number of those under elementary education in Baroda has risen greatly since compulsion was introduced and stands now at 12 per cent of the population."

Defects Pointed Out

The Commissioner pointed out some defects in the educational system as it stands.

"It looks top heavy," he said. "This is partly due to the slow expansion of mass as compared with higher education, and partly to the fact that many boys pursue the high school and university course who would be better in technical, industrial and commercial schools. The percentage of those who are in secondary and collegiate institutions is .47 per cent of the total population, and

3.15 per cent of the school population. But if we take the male population along the figures are .92 and .62 per cent. In the United States 1.5 per cent of the total population is in high schools and colleges."

A QUAIN MECCA WHICH PROMISES A LARGER PHILOSOPHY

In Tennessee there has been organized a society for mental hygiene. It is the belief of this society that the child is the State's responsibility and that the State must be made to see the growing need of the child, whether normal, delinquent or backward, and must make satisfactory arrangements for its education.

In this connection there is another development at Oak Lane, Pennsylvania, which is interesting. This development embraces a school which is a school plus a farm of thirty acres with a big house and out buildings. This plant is to be turned into a sort of fresh air school where little bodies and minds will have an equal chance to develop in whatever way is most natural to them.

The central idea is that children learn by doing, not by hearing. Instead of pouring a lot of half-understood facts into minds more or less receptive, the minds and hands are set to work simultaneously.

So, there in Oak Lane the children are to watch the progress and seasonal development of a farm; not only to watch but to help in the development. There is also a whole kitchen that is all the children's. Here they have their domestic science classes and they learn what kind of fuel their bodies must have to grow properly and they learn in this room the elements of chemistry as applied in personal relation to their small selves.

And they learn much more, for there are carpenter's benches and tools and some simple mechanical implements. Mathematics loses much of their dryness when they can be worked out with tools and machinery. And some of the older ones learn to talk in French about interesting things, and they learn geography by finding out where things come from and much more about this wonderful world.

There are many instructive minds behind this little school and perhaps it may become a Mecca where many will gravitate, not only for instruction, but for a better understanding of sound philosophy.

ENGINEER, MAN OF FUTURE IN FRANCE

Gallic Spirit Not Mere Supposition Based Upon Eventual Reconstruction—American Plan as a Model

Farsighted observers declare that the engineer is the man of the future in France. It is not a mere supposition based upon the eventual reconstruction, but seems rather to be a deduction from the new spirit of the Frenchman. In the words of a professor of the Central Polytechnic School, France "trained its students before the war as if they should all enter the institute," and it is generally recognized as a fact that, in her hour of need, France felt the lack among her scientists of men able to give practical application to their discoveries.

France has had great engineers—a few of them—at all epochs. French engineers pierced the Isthmus of Suez, dredged the South American ports, built the seaports of the Levant, started the Panama Canal, gave the first impetus to the automobile industry and aviation; yet in its industrial enterprises before the war France employed an average of only one engineer for every 100 workmen, where Germany employed four. It is to this situation that many attribute the fact that France was losing its lead in the automobile industry and had already been passed in aviation by Germany when the war broke out.

The engineers of France came from the Central Polytechnic School of Arts and Trades, the School of Mines, and the School of Electricity, in all of which, professors complain, mathematics, which play the principal role, were taught for their own sake rather than as a means to an end. The elite of every generation in France for a century has thus, according to another professor, been led toward the ideal of mathematic abstractions and has developed a race of scientists, savants and bureaucrats.

M. Appel, Dean of the Faculty of Sciences, and an advocate of a thorough reformation of the educational system, is in favor of the adoption of the American plan of judging technical students at work in the school itself rather than by competitive examination. Senator Gay proposes to complete each of the French universities with a faculty of applied sciences, comprising instruction in all branches that correspond to the industries of the region in which the university is located. France has already a number of these regional technical schools which require only slight transformations in order to conform themselves to the proposed plan.

At Nancy there are the chemical, electrical and colonial institutes, with a brewing school and a dairy school. Lille had, before the German occupation, an industrial chemical institute, while Lyons had a school of tanning chemistry and an agricultural institute. At Grenoble there is an electrical institute and a butter making school, while Toulouse has an electrical and chemical institute. These institutions in the opinion of experienced educators lack cohesion and completeness. Senator Gay proposes to give them official status to enable a more thorough organization.

"It was in America that old Albion learned to reform its methods," said M. Houlevigue, professor of the Faculty of Sciences at Marseilles. "It is to America, also, that we must go for guidance if we want the man of the future to be equal to his task."

M. Houlevigue points to the progress made in America during the last half century before which most of the knowledge of technical science in the country was that gained by men with tools in their hand. "That is why America has introduced more of the practical into its technical education than European countries. We must profit from that lesson in France," he adds.

Economical motive power will be absolutely required in France after the war, and this, in the opinion of the best authorities, will be found only in the development of France's water power in the Alps, the Jura, the Vosges and the Pyrenees, and the development of these resources alone will call for the services of a great number of competent engineers.

As an object lesson of the necessity of looking more to the practical than to the theoretical, men who are considering this question point to the new Under-Secretary of State for Transportation, M. Claveille, who before the war was general manager of the Western State Railroad. Claveille never went to a technical school. He learned engineering in the hard school of experience, and in this great emergency, when France was facing a most serious crisis as a result of the congestion of her transportation lines, he was the only available man to solve the problem. They point also to the fact that, when it became necessary to intensify the production of munitions, the Government was obliged to resort to the services of a college professor, Albert Thomas, while the railroads and waterways were, during the first two years of the war, in the hands of a man of letters.

"Business knowledge to be sufficient for future wants must be wider than present needs."

POPULAR EDUCATION IN RUSSIA

During the Last Ten Years the Number of Schools Under the Ministry of National Education Increased Seventy-one Per Cent.

Basset Digby, one of the foreign correspondents of the *Chicago Daily News* sent to his paper the following account of the changed educational conditions in Russia:

"Almost all Russian villages that have a sufficient number of children possess one or more schools. During the last ten years the number of schools under the ministry of national education increased 71 per cent.

"In 1916 that ministry introduced into the duma a bill providing for compulsory attendance at village schools for all children. Fifty-one per cent of those between the ages of 8 and 11 years attend the schools. For the last ten years the number of persons who know how to read and write increased by 8 per cent. The war has stimulated the interest of the population in newspapers and schools.

"As a rule the children who attend school are from 8 to 11 years old. Generally they stay at school twenty-four hours a week. They are taught religion, the Slavonian and Russian languages, arithmetic and calligraphy. They prepare their lessons at school. The elder pupils study at home.

"The textbooks are supplied by the zemstvos and by the municipalities. The same institutions appoint the teachers under supervision of the ministry of education. They pay for the upkeep of the schools, but the ministry contributes to their expenses, paying the teachers' wages in the proportion of 360 rubles for each teacher a year. In eastern Siberia these wages amount to 900 rubles a year. The teacher receives a salary increase of 60 rubles for every five years of service. When old, he receives a pension from the state fund, which is formed by his own annual contributions and by government subsidy.

"The school teacher is not liable to military service. In exceptional cases special law is required to compel him to give such service.

"The pupils of village schools may pass into the primary town school, which enables them to continue their studies, and, subject to certain additional examinations, in a college. In that case pupils do not receive any special subsidies. The course of learning in the college ('gymnasium') lasts from seven to eight

years, after which young men become students of some high school, university, engineering or other vocational school. In those schools most students get support from public institutions and benevolent societies.

"Religious teaching is imparted in all schools. For non-orthodox pupils, if a sufficient number demand it, a priest or minister of their own faith is appointed. Jews and Moslems have their own religious schools.

"Illiterate soldiers are compelled during their service to attend special regimental schools, where they are instructed by their officers. As a rule such men are very desirous of being taught to read and to write.

"In the country the zemstvos give facilities for teaching illiterate men in Sunday schools, evening lectures and so on. Special measures are taken for agricultural instruction of the country people and for technical teaching of the working classes in the towns. In several country districts model farms are arranged to show to the population new methods of agriculture.

"Aside from the schools of the ministry of national education there are a great many schools depending on other ministries, agricultural trade, war and so on."

POST GRADUATE TRAINING FOR INDUSTRIAL STUDENTS

At the last State election the citizens of Lynn, Massachusetts, by referendum vote, gave their endorsement to a proposition to establish in that city a vocational school to include a department for shoemaking, the school to be under the joint control of the municipality and the State.

As the shoemaking industry predominates in Lynn, as in many of the other eastern Massachusetts cities, the significance of this movement is apparent.

The school will train both boys and girls to enter the shoe industry, giving a four year course for the boys and two years for the girls. The school committee plans to select for the training classes those children in the Lynn public schools who have had a good elementary education and who desire to enter the shoemaking industry.

The general plan includes an arrangement with the shoe manufacturers to give employment to the boy students for half-time during the fourth year of the course and to the girls during the entire second year. And the plan further provides for permanent employment for graduates of the school.

The corporation schools are usually operated because the companies feel that the expense is justified by the increased ability of the employees. The Kempsmith Manufacturing Company of Milwaukee, which installed its schools some years ago, lays great stress on the point of increased loyalty. During some recent labor troubles their workmen made no disturbance whatever. Expressions of loyalty came from almost all of the men.—*H. E. Miles, President of the Wisconsin State Board of Industrial Education.*

"We can't get enough men," sounds familiar these days.

Did you ever try keeping the ones you have? Developing your men will help. The Association will help with your "man problems."

EXECUTIVE SECRETARY'S OFFICE,
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Please tell me more about The National Association of Corporation Schools. I am especially interested in employment problems.

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Address

S. F. Loree, President of the Delaware & Hudson Railroad, to the students of Rutgers College:

"Advancement in the field of business depends upon the willingness to devote four to six hours additional each day in self-training.

"Roughly, twenty-two years are required to master the technique, the detail, and the sweep of a business enterprise. No one, aside from those possessing genius or unusual talent, should expect to win in this field of endeavor to the goal of his heart's desire at an age much younger than forty-five years.

"The value of educational training is very significant. An investigation made some years ago, and in terms of the wage scale of that date, indicated that a boy having a common education, beginning work at sixteen, reached his maximum earning capacity at twenty-five.

"If to the common school education he added the training of an apprentice of three years, he substantially increased his earning powers and continued his advancement to thirty-four years.

"It indicated that the higher fields of activity were open only to those educated at the technical schools, colleges, and universities, or who, using such resources as were at their command, of which fortunately there are many, acquired a similar training; and, finally, it indicated that the minimum capitalized value of such an education over that of the common school is \$28,000."

NEW MEMBERS

Since the last statement appeared in the BULLETIN, the following new members have been received:

Class "A"

American Hard Rubber Company, New York City—Mr. S. H. Renton.

Class "B"

Mr. James A. Freed—Carnegie Steel Company, Youngstown, Ohio.

Mr. E. W. Gressle—Warner & Swasey Company, Cleveland, Ohio.

Mr. J. D. Lewis, Metallurgist—Carnegie Steel Company, Braddock, Pa.

Mr. Frederick W. Specht—The Pennsylvania Railroad Company, Altoona, Pa.

Mr. C. E. Strait—The American Rolling Mill Company, Middletown, Ohio.

Mr. Louis A. Ray—Carnegie Steel Company, New Castle, Pa.

Mr. R. L. Jones—Western Electric Company, Inc., New York City.

Class "C"

Mr. D. S. Curtis—Yawman & Erbe Manufacturing Company, Rochester, N. Y.

Mr. Winslow Judson—American Tobacco Company, Indianapolis, Indiana.

Mr. W. H. Holmes—Supt. of Schools, Mount Vernon, N. Y.

NEW BOOKS WHICH MAY INTEREST OUR MEMBERS

"Industrial Arithmetic," by C. C. White and P. P. Colgrove. Published by The Webb Publishing Company of St. Paul, Minn. Price not given.

While the methods employed are not materially different from those used in other similar books, the scope of the work is considerably broader and the book should prove especially useful in the upper grades and first year high school courses leading to manual training, scientific and vocational problems.

The authors not only review notation, numeration, common and decimal fractions, percentage, interest, denominate numbers, square and cube root and other subjects usually taught in the grades, but give the fundamental principles of algebra, the use of equations, ratio, proportion and percentage as a basis of future work in algebra, physics, etc.

The problems are especially well chosen to meet practical

conditions in industry. In this respect the work is especially meritorious.

"Business Letter Writing, A Series of Ten Lessons," by Puffer and Walsh of the Larkin Company, Buffalo, N. Y.

Mr. Puffer is known to the members of our Association and is well qualified, because of his long experience in the Larkin Company, to write these lessons.

He has forwarded a copy for review to the BULLETIN believing that the course might prove helpful to some of our members.

It is a course in the art of letter writing divided into ten lessons, and deals with all of the subdivisions of correspondence from a practical point of view, including correct English, preparation on the part of the dictator before dictation is given, style of expression and the many subdivisions into which letter writing may be classified. The course also deals fully with such other matter as relates directly to business correspondence.

Further information in regard to the course may be secured from Mr. Puffer, by those of our members who are interested.

"Organization in Accident Prevention," by Sydney W. Ashe, Chairman of the sub-committee on Safety and Health of The National Association of Corporation Schools. Published by the McGraw-Hill Book Company of New York. Price \$1.50 net.

Mr. Ashe has had a long and thorough experience in accident prevention work. He is connected with the General Electric Company and has served as chairman of the Association's sub-committee on Safety and Health for several years.

The content of the book is subdivided into chapters on "Educational Discipline"; "Specific Accidents Which May Be Reduced by Educational Means"; "Medical and Physical Examination of Employes with Special Reference to Certain Diseases"; "Hospital and First Aid Work"; and "Accident Relations."

The author points out that labor turnover may be reduced through organized accident prevention work, and educational work which should be carried on systematically and which should at all times be adapted to standard working conditions. The author has related many successful experiences in organized safety work and it is his hope that the data presented will be helpful to others and will result in further spreading the doctrine of safety.

In preparing the book co-operation was received from the American Iron and Steel Institute, the United States Steel Corporation, the National Safety Council, the General Electric Company and our own Association.

ORGANIZED LABOR FAVORS TRADE SCHOOLS

American Federation Co-operates to Push Vocational Education—Two Principles Paramount in Importance

The latest annual report of the commissioner of education calls attention to the favorable attitude of organized labor with reference to the movement for vocational education, as represented by the chief executive officials of the American Federation of Labor. During the fiscal year covered by this report the American Federation of Labor again emphasized its co-operation with the forces that are endeavoring to study the problems of vocational education and to seek the organization everywhere of schools and courses of instruction that shall advance the best interests of all concerned and that shall be based on sound principles of public policy.

There are two principles which are conceived by the officers of the federation as of paramount importance:

1. The agitation for the reorganization of the public school system in order to make it serve more efficiently the real needs of boys and girls and young people, must not be permitted to take the form of, or result in, a movement to diminish or abridge in any way existing opportunities for general education. The reorganization of the schools now in process of development, involving the introduction of various kinds of courses designed to meet the needs of all types of children, is believed to be progress in the right direction in the main. The newer type of courses that are developed in the attempt to meet these recognized needs must not presuppose any inevitable limitations upon the prospects of future advancement of the young people who avail themselves of the opportunities offered.

2. The second principle emphasized by the federation has to do with the method of organizing and conducting vocational schools. The position taken is that whatever is attempted at public expense under the form of vocational education should be under public and not private control, and, further, that the control of all types of school supported by public taxation should be centered in a single authority responsible directly to the will of the people; that is, the local board of public school trustees in a city or town, and the state department of public instruction in a state.

The great problem of America is that of adult education.
—CHAS. W. ELIOT.

James A. Farrell, President of the United States Steel Corporation, began life as a common laborer in a wire-mill. Though working twelve hours a day, he still found time to devote his evenings to study. In a short time he became a mechanic, and before he was twenty was made foreman in charge of 300 men.

In the field of foreign trade, Mr. Farrell made a great reputation. Long before the average American realized the need for foreign outlets for our goods, he was building up a foreign market for American steel products. The amount of business done reached the astounding total of \$100,000,000 a year.

Hundreds of workers in the steel mills are known to Mr. Farrell. He is in very close touch with the men, and delights, especially, in recognizing among his present employees men who were once co-workers of his.

The career of the president of the world's largest corporation should serve as a splendid inspiration to the young man of to-day. He was not afraid of hard work, but more than that, he realized that to succeed he must study. Close application to his work was not sufficient; he had to learn something besides. No, my friends, the way up is not yet closed.—*From the Pace Student.*

GENERAL EDUCATIONAL NOTES

Frank A. Fall, Bursar of New York University, contributes an article to the *National Commercial Service*, in which he declares that there are, at the moment, three schools of thought among the educators of the day. The first stand squarely for the ancient faith—a college can mean but one thing—four years of academic studies, predominantly cultural and with liberal doses of the classics. Others incline to the opposite extreme. In their opinion Latin and Greek are dead, or, at least, moribund; the “humanities” largely excess baggage. They would willingly vocationalize the entire program. A third group favors a middle-of-the-road policy, welcoming vocational subjects to the curriculum, but retaining a substantial residue of leaven in the form of cultural courses. “It is perhaps the members of this third group,” says Mr. Fall, “who are best qualified to answer what is really the fundamental question: What produces the highest type of citizen? Does academic or vocational education? Their answer is: Neither; the best type is developed under an educational scheme which combines the outstanding features of both systems.”

Advice comes from the East indicating that India is on the threshold of a new industrial era. This country, with its vast natural resources, is now in a comparatively undeveloped state industrially, but a great wave of sentiment in favor of instituting measures to insure immediate and substantial progress along this line appears to be sweeping the nation. Finally industrial education, which has been increasing slowly but steadily, has had its effect. Years of labor in the various industrial schools appear now to be bearing considerable fruit.

Clifford E. Parsil, Director of Vocational Teaching of Middlesex County, New Jersey, in a recent address, told of the progress of vocational education in that community: “The eagerness of boys to avail themselves of vocational training opportunities is illustrated in Middlesex County,” Mr. Parsil asserted, by the regularity of attendance and the long distance traversed by the pupils. A number of them come thirty and forty miles a day, he said, and yet the average monthly attendance is ninety-three per cent.

The Industrial Welfare Commission of the state of Washington is giving consideration to establishing effective vocational training for the pupils who are unable to attend public school beyond the eighth grade.

A city-wide campaign in Buffalo, New York, had for its object the enrolment of the 35,000 non-English-speaking foreigners of that city in the night school classes.

According to a compilation made by the *Survey*, on Sep-

tember 1, 1917, when the Federal child-labor law goes into effect, 27,000 factory children, ten to thirteen years old, and 17,000 children in mines and quarries, aged ten to fifteen, will be out of jobs. Meanwhile the legislatures of some forty states will have met. What will these legislatures have done to prepare a welcome for the children in the schoolhouses hitherto closed to them—in some sections, never built? Most of the factory children are working in Southern states, over six thousand of them in North Carolina, nearly three thousand in South Carolina, as many in Georgia, besides others in Mississippi, Virginia and the states where the fourteen-year limit is not carefully enforced or the twelve-year-old children of the poor are exempted from it. The majority of these are in textile mills—silk, woolen, knitting and cotton—but cigar factories in Virginia, furniture factories in North Carolina, and the miscellaneous factories that have been growing up all over the South with the spread of manufacture may have their share of children under fourteen.

The Board of Education of Arkansas has decided to recommend to the legislature a uniform compulsory school attendance law. The board will also recommend the appointment of an illiteracy commission to be composed of business men and women whose duty it will be to consider ways and means of eliminating illiteracy in Arkansas. The Board of Education has also decided to ask the legislature of the state to appropriate sufficient funds out of the general revenue to aid and encourage the high schools in the teaching of domestic arts and manual training.

Henry Turner Bailey, in a recent address in New York, recommended that there be established in connection with the Metropolitan Art Gallery a strong central organization for the art education of pupils: "America needs and will need as time goes on more and more men and women to work in her art industries, and these men and women must be taken from the public schools of the country. The children of talent even in the grammar schools should feel that some strong organization is taking on interest in them. This work should be carried on by a strong and well endowed organization which might well have its home in and be closely associated with the Metropolitan Gallery of Art." Mr. Bailey is Art Director in the public school system of Massachusetts.

As an indication of the rapid strides being made in the public schools in the United States, the municipality of Schenectady, New York, furnishes a good example. During the school season of 1911-12 there were 1,069 pupils in the public schools of that city and 34 teachers. During the 1916-17 term the enrolment had increased to 2,455 and the number of teachers to 70.

The chairman of the Industrial School Committee of the

Civic Club of Charleston, South Carolina, contributed an article to the *Post* of that city, in which he strongly pictured the need for industrial education in the public school system. As the superintendent of education of North Carolina says in his reports covering a period 1912-1914, "Every complete educational system must make provision also for that training in the school which will give fitness for the more skillful performance of the multitudinous tasks of the practical work of the world, the pursuit of which is the inevitable lot of the many, for that training which will connect the life and instruction of the school more closely with the life that they must lead, which will better prepare them for usefulness and happiness in the varied spheres in which they must move. * * * Every wise system of education, therefore, must, beyond a certain point of educational development, recognize nature, differences of endowment and follow to some extent the lines of natural adaptation and tastes, thus co-operating with nature and God. The education that turns a life into unnatural channels and into the pursuit of the unattainable fills that life with discontent and dooms it to inevitable failure and tragedy. In recognition of these established laws of nature and life, manual training and industrial education are beginning to find a fixed and permanent place in systems of modern education."

The Cambridge, Mass., *Tribune* records the opening of a class for Portuguese in a boarding house in the section where these foreigners live in that city. The Armenians are being instructed in American citizenship by the Young Men's Christian Association and educational classes have been opened at the Blake and Knowles Pump Works. The Lithuanians meet under the auspices of their industrial committee. If similar educational activities were carried on among foreigners in all of our American cities what a vast improvement there would be in citizenship!

J. S. McCowan, principal of the South Bend, Indiana, High School, reports that almost one-half the students are working outside of school and that during the present term these students will make in the neighborhood of \$50,000. The vocational courses recently inaugurated, which include a department in vocational guidance, have made it possible for these children to remain in school a portion of their time and thus to increase their future earning capacity.

The plan prepared by the New York State Commission on New Prisons, of which Judge Gary is a member, contemplates making Sing Sing Prison into a sort of trade training institution where the convict will be instructed in the work for which he is best fitted and afterwards will be transferred to some other prison in the state to serve the balance of his time. The new plans devote much consideration to shops. It is expected that four months will be sufficient to train the convict in his particular trade. Twelve trades will be taught.

SERVICE

"As someone has said, a new spirit is abroad in the land. Firms are no longer bragging so much about the volume of business they are doing as they are priding themselves upon the amount of service they render. The philosophy of civilization is being reduced to a simple formula and utilized in the transaction of business, service being its vehicle and sincerity its motive power."

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| THE ATLANTIC REFINING COMPANY, Philadelphia, Pa. | MR. J. D. GILL |
| THE BELL TELEPHONE COMPANY OF PENNSYLVANIA, Philadelphia, Pa. | MR. J. C. LYNCH |
| THE BILTON MACHINE TOOL COMPANY, Bridgeport, Conn. | MR. C. E. BILTON |
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| BURROUGHS ADDING MACHINE CO., Detroit, Mich. | MR. F. H. DODGE |
| CADILLAC MOTOR CAR CO., 1343 Case Ave., Detroit, Mich. | MR. H. M. LELAND |
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| CHICAGO TELEPHONE COMPANY, Chicago, Ill. | MR. C. C. CURTIS |
| THE CLEVELAND-CLIFFS IRON COMPANY, Ishpeming, Mich. | MR. W. H. MOULTON |
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| COMMONWEALTH STEEL COMPANY, St. Louis, Mo. | MR. ARTHUR T. MOREY |
| CONSOLIDATED GAS CO. OF N. Y., 4 Irving Place, New York City | MR. WILLIAM D. KELLEY |
| CONSOLIDATED GAS, ELECTRIC LIGHT & POWER CO., of Baltimore, Baltimore, Md. | MR. DOUGLAS BURNETT |
| CURTIS LUMBER & MILL WORK COMPANY, Clinton, Iowa. | |
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| HENRY DISSTON & SONS, INC., Philadelphia, Pa. | MR. S. HORACE DISSTON |
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